

**COURSE DESCRIPTION:**

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses - AP Seminar and AP Research – and is designed to complement and enhance the in- depth, discipline-specific study experienced in other AP courses.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. The course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence- based arguments.

**\* Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma.**

**GOALS – Students will**

- Engage in rigorous college-level curricular focused on the skills necessary for successful college completion;
- Extend their abilities to synthesize information from multiple perspectives and apply skills in new situations and cross-curricular contexts;
- Collect and analyze information with accuracy and precision;
- Cultivate their abilities to craft, communicate, and defend evidence-based arguments; and
- Practice disciplined and scholarly research skills while exploring relevant topics that appeal to their interests and curiosity.

**COURSE FRAMEWORK:**

**Q** - Question and Explore: Questioning begins with an initial exploration of complex to issues.

Perspectives and questions emerge that spark one's curiosity, leading to an investigation that challenges and expands the boundaries of one's current knowledge.

**U** - Understand and Analyze: Understanding various perspectives requires contextualizing arguments and evaluating the author's claims and lines of reasoning.

**E** - Evaluate Multiple Perspectives: Evaluating an issue involves considering and evaluating multiple perspectives both individually and in comparison to one another.

**S** - Synthesize Ideas: Synthesizing others' ideas with one's own may lead to new understandings and is the foundation of a well-reasoned argument that conveys one's perspective.

**T** - Team, Transform, and Transmit: Teaming allows one to combine personal strengths and talents with those of others to reach a common goal. Transformation and growth occur upon thoughtful reflection. Transmitting requires the adaptation of message based on audience and context.

**COURSE CONTENT:**

Students engage in conversations about complex academic and real-world issues through a variety of lenses, considering multiple points of view. [We will] choose one or more appropriate themes that allow for deep interdisciplinary exploration based on:

- Concepts or issues using a thematic survey organizational model
- Student interests

- Local and/or civic issues
- Academic problems or questions
- Global or international topics

Exploring different points of view and making connections across disciplines are fundamental components of the AP Seminar experience. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Analyzing topics through multiple lenses aids in interdisciplinary understanding and helps students gain a rich appreciation for the complexity of important issues. [We will] explore [topics] through several of the following lenses:

- Cultural and Social
- Artistic and Philosophical
- Political and Historical
- Environmental
- Economic
- Scientific
- Futuristic
- Ethical

### **PLAGIARISM POLICY:**

Adherence to College Board AP policies is critical to producing valid AP scores. According to the College Board, “Violations of program policies and or exam procedures may result in the cancellation of student scores and/or the school being withdrawn from the AP Capstone program by the College Board’s AP Program.”

This course adheres rigorously to the **AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information:**

“Participating teachers shall inform students of the consequences of plagiarism and instruct students to ethically use and acknowledge the ideas and work of others through their course work. The student’s individual voice should be clearly evident, and the ideas of theirs must be acknowledged, attributed, and / or cited.

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and / or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 on that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and / or authors) will receive a score of 0 on that particular component of the AP Seminar and / or AP research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.” [CR4b]

[CR4b] Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

To the best of my ability, I will ensure that students understand ethical use and acknowledgement of the ideas and work of others as well as the consequences of plagiarism. The student’s individual voice should be clearly evident, and the ideas of others must be acknowledged, attributed, and or cited.

### **THEMATIC UNITS FOR SKILLS DEVELOPMENT [CR1]**

This AP Seminar course is an exploration of a thematic unit. Students will investigate the theme through

various lenses and perspectives, constantly working to develop their own perspective and arguments about the theme. The theme for this year is as follows:

Unit 1 – Technology & Automation

Unit 2 – Technology & Automation (Part 2)

Unit 3 – Performance Task 1: Team Multimedia Presentation

Unit 4 – Performance Task 2: Individual Research Essay and Presentation Unit 5 – EOC

Unit 6 – Introduction to AP Research

**[CR1]** - Students explore complexities of one or more themes by making connections within, between and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (eg cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futurist, ethical) related to those themes.

### **PUBLISHED MATERIALS:**

To meet the course objectives, additional current media, magazines, journals, newspapers, and other secondary and primary sources may be included as the instructor deems appropriate.

Enrichment supplements include material from the following:

Lunsford, Andrea A., et al. everything's an argument with readings. 8<sup>th</sup> edition. Boston, MA: Bedford/St. Martin's, 2019.

Graff, Gerald, and Cathy Birkenstein. They Say I Say. 4<sup>th</sup> edition. New York, NY: Norton, W.W. & Company, 2016

\* The inquiry-based nature of the AP Seminar course requires activities and assessments from a variety of resources (e.g., library/internet research, audio/video equipment, etc.)

\* Information to address a problem may come from various print and non-print secondary sources (e.g., articles, other studies, analysis, reports) and or primary sources (e.g., original texts and works of personally collected data such as experiments, surveys, questionnaires, and interviews).

\* Students will be expected to use technology to access and manage information from online databases (e.g., GALE, EBSCO, Google Scholar) that grant access to secondary and primary sources.

### **ASSESSMENT:**

Skill-based assessments include, but are not limited to:

1. Inquiry-based assessments
2. In-class timed writings: Analysis, argument, synthesis  
Reflections
3. Team projects: Team building, cooperative learning, group presentations
4. Writing activities and assignments
5. AP preparation: Skill-based activities, practice essays
6. Online portfolios

### **GRADING SCALE:**

A: 90 and above

B: 80–89

C: 74–79

D: 69–70

F: 59 or below

## CATEGORIES AND WEIGHTS

<b>50% Summative</b>	<b>Such as but not limited to:</b> <ul style="list-style-type: none"><li>• practice written AP exam questions</li><li>• a reflection journal kept throughout the year</li><li>• practice research papers and presentations • Socratic discussions</li><li>• Student Project Showcase (end of year)</li></ul>
<b>20% Formative Daily/ Homework</b>	<b>Such as but not limited to:</b> <ul style="list-style-type: none"><li>• daily reflections and/or exit passes</li><li>• preparedness for class/ teamwork</li><li>• thoughtful participation in class activities • meeting deadlines</li><li>• team work</li><li>• completing drafts</li><li>• revision/ editing</li><li>• research deadlines</li><li>• writing practice</li><li>• class/ team contributions</li><li>• presentation transcripts</li></ul>
<b>30% Semester Exam</b>	<ul style="list-style-type: none"><li>• End of semester exam (1 each semester)</li></ul>

## STUDENT EVALUATION:

This course requires students to complete a number of tasks in preparation for the AP Seminar formal assessments. It is expected that students thoroughly and thoughtfully complete all work assigned in this course regardless of whether the assignment receives a grade. Grades will be calculated based on a total points system and weighted accordingly. The class will be comprised of several components:

1. AP Seminar End-of -Course Exam practice questions. Through practice questions students will develop the skills to break down arguments, assess the line of reasoning, assess the credibility and relevance of evidence, and identify fallacies. At first, I will grade these for completion while I will also give students opportunities to analyze class writings with a rubric to determine an “AP” score.” As students practice with the questions, students should be improving on these skills, leading to improvement in scoring well over time.

2. Annotations /SOAPSTone/RAVEN. Students will annotate texts for deeper meaning by completing SOAPSTone/RAVEN for argument analysis. Students will also be expected to bring in articles that are credible and usable for research. Those articles should be assessed for their credibility as well as student annotations.

3. Projects and papers. Students will be doing several small projects leading up to the larger assessments that will contribute to students' "AP score." These projects are meant to prepare students for those larger assessments; essentially, they are "mini-versions" of those eventual summative assessments.

4. Reflections after each major writing essay and project. Students will write a formal reflection looking at the process, commitment and collaboration, and final product. [CR2g]

5. Class participation is extremely important. This includes attendance, reading comprehension activities, reflections, taking research notes, rewriting drafts, peer review (In class), and team meeting sessions (in class and at home).

6. Students should always come prepared to participate actively in discussions. Based on each week's tasks, students should come to class with readings adequately annotated and rendered with questions and/or observations. Discussion evaluation will be based on how student participation (comments, ideas, and questions) helped to enhance and/or advance our overall collective understanding.

7. In order to make this class as directed towards student interests as possible, a visibly active student-centered classroom with input and feedback from students is expected.

**This class is highly participatory. As such, students are expected to participate daily in class in a variety of ways:**

- Impromptu individual and group arguments/debates: Almost daily, students, individually or in pairs, will be given a quote, picture/cartoon, chart, etc. at the beginning of class. Students will have four minutes to prepare a one-minute argument for the class. While the student(s) is preparing, other students in the class will journal responding to the same quote, picture, etc.
- Group and class conversations about complex academic and real-world issues through a variety of lenses addressing multiple perspectives: this includes, but is not limited to, asking original questions, making insightful comments, and/or creating and/or expanding on ideas.

**Participation will be evaluated on the following scale:**

A = **Highly Effective Participant:** near perfect attendance, insightful questions and observations, clearly completes the reading and goes beyond by introducing other relevant material.

B = **Consistent Participant:** good attendance, thoughtful questions and comments, clearly completes the reading.

C = **Occasional Participant:** regular attendance, sporadic involvement in discussions that is often based on personal opinion, rather than analysis of class material.

D = **Observer:** Regular attendance; does not participate in making comments

F = **Occasional Observer:** Sporadic attendance; no participation

**GUIDELINES FOR WRITTEN ASSIGNMENTS:**

Students will be taught how to write papers and cite sources using the MLA (Modern Language Association) Style. All typed assignments should be in MLA format. [CR4a] They should be written in Ariel or Times New Roman in size 12 font and black ink. Each page should have the student's last name as well as a page count. At the end of each student paper, there should be a word count.

All handwritten assignments should be legible and written in blue or black ink. If the teacher cannot read the assignment for any reason, it may receive a zero.

[CR4a] Students develop an understanding of ethical research practices.

### **EXPECTATIONS FOR ACADEMIC SUCCESS:**

This course is designed to have students work in groups/teams frequently. As such, some of the graded work will require students to function effectively as a member of a team. Issues regarding interpersonal communication and responsibilities to the group should be brought to the teacher's attention immediately; do not wait for grades to suffer before informing the teacher of any issues.

A student's grade for this course is based on several assignments for each quarter of the school year. Given the nature of those assignments, each takes on increased importance. Each assignment is given a due date and no credit will be given for late work.

It is the student's responsibility to make arrangements for any missed work outside of class time. If a student has an excused absence, he/she will be allowed to turn in the missed assignment and will be given another day for any work assigned and due while absent. If a student has an excused absence the day of the test, he/she will have one week from the return date to make it up, but coursework is due upon return.

This course requires students' active participation in all activities and discussions. Lessons have been designed to create an open forum for the exchange of thoughts and opinions. Students are expected to be on task at all times, and respect the thoughts and opinions of classmates.

### **TARDY AND ATTENDANCE POLICY:**

Be in your seat when the bell rings. After ten (10) absences, a student may be dropped from the class. As this class requires extensive individual research and use of class time, missing class regularly will result in falling behind, especially in the event of the team presentation. Students are expected to be present on the days of scheduled Performance Task assessments, Team Multimedia Presentation and Individual Multimedia Presentation during 3<sup>rd</sup> and 4<sup>th</sup> quarters and all practice presentations.

### **MAJOR ASSIGNMENTS - RESPONSES, DIALECTICAL JOURNALS, RESEARCH PAPER, ETC.**

All major assignments are due on the designated date, even if you are absent. In case of emergency situations, proper documentation will be required for absences to excuse students of work, but in the case of the components of the AP Seminar Assessment Tasks, there is no exception as these count as a part of the AP Exam score through College Board.

### **ABSENT STUDENTS:**

Work cannot be made up if an absence is unexcused (Your parent/guardian must call within 24 hours of the absence to excuse it. For all assignments - other than major assignments, you have one day for each day absent to make up the work; Tests/quizzes must be made up within one week. It is the student's responsibility to find out what was missed on the day(s) absent. Use the classroom calendar and check Edmodo and the class WeChat group to assure you stay on track when absent.

### **FINAL THOUGHTS:**

Due to the nature of this course, success results when students are genuinely working towards a collaborative and supportive environment. Behaviors that result in the alienation of others, in the refusal to collaborate or to work cooperatively, in the refusal to use class time for the purpose of research,

inquiry, evaluation of knowledge, reading, or writing may result in the student being referred for behavior or being re-evaluated for enrollment in the course. I promise to work to support all students who are struggling with skills or concepts, and will do what I can to provide support, but the second semester direct feedback is not allowed, per College Board, due to reasons of test security. The second semester of this course IS THE AP EXAM. Peer evaluation and feedback, however, is allowed, encouraged, and at times required. Expect deadlines, expect to show me drafts and to work collaboratively, and build upon vital skills for college, career, and cultural readiness in the process. You will learn a lot, and this class is like no other AP class in format, so expect the unexpected.

## AP Seminar Curricular Requirements

**CR1:** Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

**CR2a:** Students develop and apply discrete skills identified in the learning objectives of the enduring understandings within the following five big ideas:

- **CR 2b:** Question and Explore,
- **CR 2c:** Understand and Analyze,
- **CR 2d:** Evaluate Multiple Perspectives,
- **CR 2e:** Synthesize Ideas,

**CR 2f 2g and 2h:** Team, Transform, and Transmit.

**CR3:** Students gain a rich appreciation and understanding of the issues through the following activities:

- reading articles and research studies;
  - reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts;
- and experiencing artistic works and performances.

**CR4:** Students develop an understanding of how to ethically use others' knowledge and ideas in their own work, avoiding plagiarism.

**CR5:** Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.

**CR6:** Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to their peers.

**\*\*\* Please look for color-coded curricular requirement annotations throughout this syllabus.\*\*\***



**AP Seminar Curriculum Content Map**  
**Unit Title: Introduction to Core Concepts**

**Focus:**

**Introduction to QUEST and Entering the Conversation, Analyzing Argument, Creating Research Questions, Understanding Perspectives, Identifying Argument, Understanding Plagiarism, Evaluating Credibility, Team Writing Introduction and Practice, Research Practice**

Theme: Technology & Automation [CR2a]

In this unit, students focus on technology and automation, and what that means for people in today's world. [CR1]

[CR1] - Students explore complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses (e.g., cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

[CR2a] - The course provides multiple opportunities for students to practice and refine their skills by engaging with the QUEST process.

**Unit 1 – 6 Weeks**  
**August 31 – October 8**

**SKILLS:**

- Identifying and contextualizing a problem or issue
- Accessing information using effective strategies
- Using technology to access and manage information
- Evaluating the relevance and credibility of information from sources and data
- Employing appropriate reading strategies and reading critically for a specific purpose
- Summarizing the main idea and explaining the line of reasoning and supporting details of an argument, avoiding generalizations and oversimplification
- Identifying and interpreting multiple perspectives or arguments on an issue
- Formulating a complex and well-reasoned argument
- Working both as an individual and with a team to plan, produce, and present a cohesive argument
- Communicating an argument in an engaging oral presentation that uses effective techniques of design delivery

## **LEARNING OBJECTIVES:**

### **Big Idea 1: Question and Explore [\[CR2b\]](#)**

- **1.1A:** Contextualizing and identifying the complexities of a problem or issue.
- **1.1B:** Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- **1.2A:** Retrieving, questioning, organizing, and using prior knowledge about a topic.

### **Big Idea 2: Understand and Analyze [\[CR2c\]](#)**

- **2.1A:** Employing appropriate reading strategies and reading critically for a specific purpose.
- **2.1B:** Summarizing and explaining a text's main idea or aim while avoiding faulty generalizations and oversimplification.
- **2.2A:** Explaining and analyzing the logic and line of reasoning of an argument.
- **2.2B:** Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.
- **2.3A:** Connecting an argument to broader issues by examining the implications of the author's claim.
- **2.3B:** Evaluating potential resolutions, conclusions, or solutions to problems or issues raised by an argument.

### **Big Idea 3: Evaluate Multiple Perspectives [\[CR2d\]](#)**

- **3.1A:** Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.
- **3.2A:** Evaluating alternate, opposing, or competing perspectives or arguments, by considering their implications and limitations.

### **Big Idea 4: Synthesize Ideas [\[CR2e\]](#)**

- **4.1A:** Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- **4.2A:** Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- **4.2B:** Providing insightful and cogent commentary that links evidence with claims.

- **4.3A:** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

### **Big Idea 5: Team, Transform, and Transmit** [CR2f 2g and 2h]

- **5.1A:** Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.
- **5.1B:** Adhering to established conventions of grammar, usage, style, and mechanics.
- **5.3A:** Reflecting on and revising their own writing, thinking, and creative processes.

### **ESSENTIAL KNOWLEDGE:**

- EK 1.1 A1: Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.
- EK 1.2A1: Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).
- EK 1.1 B2: The inquiry process allows one to draw upon curiosity and imagination to engage with ideas or explore approaches to complex issues.
- EK 1.4A2: Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).
- EK 2.1A1: Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
- EK 2.1A2: Strategies active readers use to preview and prioritize a written text include skimming, scanning, rereading, and questioning.
- EK 2.1A3: Strategies active readers use to make meaning from texts include annotating, note-taking, highlighting, and reading aloud.
- EK 2.1A4: Perspectives are shared through written, spoken, visual, or performance texts. A perspective includes the writer's attitude/tone regarding the subject and is expressed through an argument.
- EK 2.1B1: The main idea of an argument is often expressed in the thesis statement, claim, or conclusion, or implied throughout a work.
- EK 2.2B1: An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.
- EK 2.2B3: Authors strategically include evidence to support their claims.
- EK 2.2A1: Authors use reasons to support their arguments. The line of reasoning is composed of one or more

claims justified through evidence.

- EK 2.3A1: The implications and consequences of arguments may be intended or unintended.
- EK 3.1A1: An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources.
- EK 4.1A1: Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.
- EK 4.1A2: Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- EK 4.2A1: Evidence can be collected from print and nonprint sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
- EK 4.2A4: The evidence selected and attributed contributes to establishing the credibility of one's own argument.
- EK 4.3A2: Plagiarism is a serious offense that occurs when a person presents another's ideas or words as his or her own. Plagiarism may be avoided by acknowledging sources thoroughly and accurately.
- EK 5.1A1: An argument may include the following elements: introduction; thesis; reasons, evidence, and commentary; counterargument, concession, refutation, and rebuttal; conclusion; bibliography.
- EK 5.1B1: A writer expresses tone or attitude about a topic through word choice, sentence structure and imagery.
- EK 5.1B4: Spelling and grammar errors detract from credibility.
- EK 5.3A2: Learning requires practice through an iterative process of thinking/rethinking, vision/revision.

\*Please Note: The "Essential Knowledge" standards listed above are attached to the unit where they are specifically targeted with direct introductory instruction; however, instruction in AP Seminar is designed to be recursive, so we will be frequently previewing upcoming essential knowledge concepts and constantly referring back to previously introduced essential knowledge.

## **ENDURING UNDERSTANDINGS:**

**1.1:** Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined.

**1.3:** The investigative process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.

**2.1:** Authors express their perspectives and arguments through their works. The first step in evaluating an author's perspective or argument is to comprehend it. Such comprehension requires

reading and thinking critically.

**2.2:** Authors choose evidence to shape and support their arguments. Readers evaluate the line of reasoning and evidence to determine to what extent they believe or accept an argument.

**2.3:** Arguments have implications.

**3.1:** Different perspectives often lead to competing and alternate arguments. The complexity of an issue emerges

when people bring these differing, multiple perspectives to the conversation about it.

**3.2:** Not all arguments are equal; some arguments are more credible/valid than others. Through evaluating others'

arguments, personal arguments can be situated within a larger conversation.

**4.1:** People express their ideas, points of view, perspectives, and conclusions through arguments. Crafting an argument requires a clear line of reasoning, considering audience, purpose, and context.

**4.2:** Evidence is strategically selected to support a line of reasoning that appeals to or influences others. **5.1:** How an argument is presented affects how people interpret or react to it.

### **ESSENTIAL QUESTIONS:**

- What do I want to know, learn or understand?
- What information do I need to answer my question?
- How might others see the problem or issue differently?
- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- What questions have yet to be asked?
- How do I know if a source is trustworthy?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical?
- Does this argument acknowledge other perspectives?
- How can I best appeal to and engage my audience?
- What contributions can I offer to a team?
- How can I benefit from reflecting on my work?

### **FORMATIVE ASSESSMENT:**

- Annotations
- Source Analysis
- Student Research
- Reading, editing peer work
- Presentations

## SUMMATIVE ASSESSMENT:

- Writing Assignments
- Quizzes
- Released (EOC – Part A) practice exams

## ACTIVITIES:

- Discuss growth of automated technology in society [CR2g]
- Research the impact of technology using Zotero.org to create an annotated bibliography [CR4a]
- Graphic organizers
- Collaborate to construct a research question [CR2b]
- Debate the benefits and advantages of emerging technology from different points of views [CR2d]
- Group inquiry-based research [CR2f]

[CR4a] - Students develop an understanding of ethical research practices.

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Question and Explore.

[CR2f] - Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

[CR2g] - Students develop and apply reflection skills identified in the learning objectives within the Big Idea 5: Team, Transform, and Transmit.

Culminating Performance-Based Assessment: Students present their arguments to their peers after using the Capstone QUEST Framework (pose questions, collect and analyze data to make and support conclusions with evidence, and report findings/conclusions to a larger audience). [CR2b] [CR2h]

[CR2b] - Students develop and apply discrete skills identified in the learning objectives within The Big Idea 1: Question and Explore.

[CR2h] - Students develop and apply written and oral communication skills identified in the learning Objectives within the Big Idea 5: Team, Transform, and Transmit.

### Technology & Automation Unit Snapshot Learning Plan: Sample Activities/Tasks Sample Resources:

• Team building games [CR 2f 2g and 2h]	• Yarn (For Tangle/Untangle Team Builder) • Butcher-Block Paper/WhiteBoards (Group Brainstorming/Games)
• Lens-based Controversial Technology & Automation Argument/Perspective Brainstorm (Partners) [CR 1] [CR 2b] [CR 2e]	• 8 lens and associated perspective graphic organizer (Print)

<p>“Take-A-Stance” analytical/persuasive writing opportunity will automation affect our society in the future?  [CR 1] [CR 2c] [CR 2d] [CR 2e]</p>	<p><b>Background articles on the topic:</b></p> <ul style="list-style-type: none"> <li>Manyika, James, et al., “Jobs lost, jobs gained: What the future of work will mean for jobs, skills, and wages”, <i>Mckinsey Global Institute</i>, November 28, 2017, <a href="https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages">https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages</a>.</li> <li>Muro, Robert, et al., “Automation and Artificial Intelligence: How machines are affecting people and places”, <i>Brookings</i>, January 24, 2019, <a href="https://www.brookings.edu/research/automation-and-artificial-intelligence-how-machines-affect-people-and-places/">https://www.brookings.edu/research/automation-and-artificial-intelligence-how-machines-affect-people-and-places/</a>.</li> <li>Mckay, Conor, et al., “Automation and a Changing Economy PART I: THE CASE FOR ACTION”, <i>The Aspen Institute</i>, April 2019, <a href="https://www.aspeninstitute.org/publications/automation-and-a-changing-economy-the-case-for-action/">https://www.aspeninstitute.org/publications/automation-and-a-changing-economy-the-case-for-action/</a>.</li> </ul> <p>• Questions about lenses/perspectives/issue context/legitimacy of arguments etc. [CR 3]</p>
<ul style="list-style-type: none"> <li>In-Depth Technology &amp; Analysis Presentations [CR 1] [CR 2c] [CR 2d] [CR 2e] [CR 2f 2g and 2h] [CR 4]</li> </ul>	<ul style="list-style-type: none"> <li>8 lens/associated perspectives/research graphic organizer</li> <li>Purdue OWL: Toulmin Method Explanation</li> <li>Purdue OWL: MLA &amp; In-text Citations</li> <li>Toulmin Argument Graphic Organizer</li> <li>Access to the internet to research topic [CR 3]</li> </ul>
<ul style="list-style-type: none"> <li>Post Teamwork Reflection [CR 2f 2g and 2h]</li> </ul>	<ul style="list-style-type: none"> <li>“AP Seminar Teamwork Reflection” A guided, individual reflection</li> </ul>
<ul style="list-style-type: none"> <li><b>Persuasive Essay</b> (written on one of the topics the student did not personally research, but instead heard about in classroom presentations)  [CR 2c] [CR 2d] [CR 2e]</li> </ul>	<ul style="list-style-type: none"> <li>Grading rubric introducing some, but not all of the elements on the official AP Seminar IWA rubrics. [Scaffolding]</li> </ul>
<ul style="list-style-type: none"> <li><b>Shared Inquiry</b>  (Shared Inquiry: <i>AP Seminar Course &amp; Exam Description</i>, pg 30)  [CR 2c] [CR 2f 2g and 2h]</li> </ul>	<ul style="list-style-type: none"> <li>Provocative quotations on automation [CR 3]</li> </ul>

RESOURCES: [CR3]

## Reading Articles:

Dahlin, Eric. "Are Robots Stealing our Jobs?", SAGE Journals, 10 May, 2019, <https://journals.sagepub.com/doi/10.1177/2378023119846249>.

Forbes Technology Council. "Tech Experts Predict 13 Jobs That Will Be Automated By 2030", Forbes, 1 March 2019.

<https://www.forbes.com/sites/forbestechcouncil/2019/03/01/tech-experts-predict-13-jobs-that-will-be-automated-by-2030/#5727156d22bf>.

Hewitt, James. "This is the hidden risk of automation that no one is talking about", World Economic Forum Society, 30 Nov 2017, <https://www.weforum.org/agenda/2017/11/automation-automated-job-risk-robot-bored-boredom-effort-fourth-industrial-revolution/>.

Manyika, James. "Technology, Jobs, and the Future of Work", McKinsey Global Institute, 24 Mar, 2017, <https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work>.

Nova, Annie and John Schoen. "Automation threatening 25% of jobs in the US, especially the 'boring and repetitive' ones: Brookings study", CNBC, 25 Jan 2019, <https://www.cnbc.com/2019/01/25/these-workers-face-the-highest-risk-of-losing-their-jobs-to-automation.html>.

The Encyclopedia of World Problems & Human Potential. "Negative Social Effects of Automation". Encyclopedia UIA, 21 May 2019, <http://encyclopedia.uia.org/en/problem/140677>.

Wong, Jill. "How Will automation Affect Society?", World Economic Forum Society, 18 Jan 2015, <https://www.weforum.org/agenda/2015/01/how-will-automation-affect-society/>.

Wright, Laurie. "Automation and robotics could have a surprising impact on climate crisis", World Economic Forum Society, 03 Oct 2019, <https://www.weforum.org/agenda/2019/10/robots-take-our-jobs-climate-change/>.

[CR3] - Students gain a rich appreciation and understanding of the issues through the following activities: reading articles and research studies; reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts; and experiencing artistic works and performances.

## Unit Title: Refinement of Skills - Research, Synthesis, and Presentation

**Theme:** Technology & Automation (Part 2) [CR2a]

**Focus:**

**Analyzing Argument, Creating Research Questions, Understanding Perspectives, Identifying Argument, Understanding Plagiarism, Evaluating Credibility, Team Writing Introduction and Practice, Research Practice**

In this unit students will research the times and how they are changing as a result of the influence technology and automation have had on society. [CR1]



**Unit 2 – 7 Weeks (One Week National Holiday)**  
**October 9 – December 3**

**[CR1]** - Students explore complexities of one or more themes by making connections within, between and/or among multiple cross curricular areas and by exploring multiple perspectives and lenses (cultural and social, artistic and philosophical, political and historical, environmental, economic, scientific, futuristic, ethical) related to those themes.

**[CR2a]** - The course provides multiple opportunities for students to practice and review their skills by engaging with the QUEST process.

**SKILLS:**

- Identify and contextualize a problem or issue
- Access information using effective strategies
- Use technology to access and manage information
- Evaluate the credibility of information from multiple resources
- Employ diverse and appropriate reading strategies in order to read critically for a purpose
- Summarize the main idea of an author's argument and trace the line of reasoning through supporting details.
- Describe and analyze evidence used to support an argument
- Evaluate the validity of an argument
- Evaluate potential resolutions or solutions to a problem
- Identify and analyze multiple lenses and perspectives for an argument or issue
- Formulate a complex and well-reasoned argument
- Evaluate objections, implications and limitations of an alternate, opposing, or competing perspective or argument
- Synthesize data/information from various perspectives and sources to develop and support an argument
- Work in groups and as a solo student to plan, produce and present an original argument
- Cite sources using APA style guidelines
- Communicate an argument in a research based, written essay
- Communicating an argument in an engaging oral presentation that uses effective design delivery

**Big Idea 1: Question and Explore [CR2b]**

- **1.1A:** Contextualizing and identifying the complexities of a problem or issue.
- **1.1B:** Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- **1.2A:** Retrieving, questioning, organizing, and using prior knowledge about a topic.
- **1.4A:** Evaluating the relevance and credibility of the source of information and data in relation to the inquiry.

**Big Idea 2: Understand and Analyze [CR2c]**

- **2.1A:** Employing appropriate reading strategies and reading critically for a specific purpose.
- **2.2A:** Explaining and analyzing the logic and line of reasoning of an argument.
- **2.2B:** Evaluating the relevance and credibility of evidence used to support an argument, taking context into consideration.

- **2.3A:** Connecting an argument to broader issues by examining the implications of the author's claim.

### **Big Idea 3: Evaluate Multiple Perspectives [CR2d]**

- **3.1A:** Identifying, comparing, and interpreting multiple perspectives on or arguments about an issue.

### **Big Idea 4: Synthesize Ideas [CR2e]**

- **4.1A:** Formulating a well-reasoned argument, taking the complexities of the problem or issue into consideration.
- **4.2A:** Interpreting, using, and synthesizing qualitative and/or quantitative data/information from various perspectives and sources (e.g., primary, secondary, print, non-print) to develop and support an argument.
- **4.3A:** Attributing knowledge and ideas accurately and ethically, using an appropriate citation style.

### **Big Idea 5: Team, Transform, and Transmit [CR2f 2g and 2h]**

- **5.1A:** Planning, producing, and presenting a cohesive argument, considering audience, context, and purpose.
- **5.1B:** Adhering to established conventions of grammar, usage, style, and mechanics.
- **5.3A:** Reflecting on and revising their own writing, thinking, and creative processes.

### **ESSENTIAL KNOWLEDGE:**

- **EK 1.1 A1:** Examining the perspectives and ideas of others often leads to questions for further investigation. Inquiry begins with narrowing scope of interest, identifying a problem or issue and its origins within that scope, and situating the problem or issue in a larger context.
- **EK1.1B1:** Effective research questions lead to an examination taking into account the complexity of a problem or issue.
- **EK 1.2A1:** Understanding comes not only through collection of information but also from a variety of other factors (e.g., experience, external sources, cultural context, assumptions).
- **EK 1.4A2:** Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).
- **EK 2.1A1:** Reading critically means reading closely to identify the main idea, tone, assumptions, context, perspective, line of reasoning, and evidence used.
- **EK 2.2A1:** Authors use reasons to support their arguments. The line of reasoning is composed of one or more claims justified through evidence.
- **EK 2.2B1:** An argument's context (time and purpose) and situation (in relation to other arguments) inform its interpretation.

- **EK 2.2B3:** Authors strategically include evidence to support their claims.
- **EK 2.3A1:** The implications and consequences of arguments may be intended or unintended.
- **EK 3.1A1:** An individual's perspective is influenced by his or her background (e.g., experiences, culture, education), assumptions, and worldview, as well as by external sources.
- **EK 4.1A1:** Effective arguments use reason and evidence to convey a perspective, point of view, or some version of the truth that is stated or implied in the thesis and/or conclusion.
- **EK 4.1A2:** Effective arguments are supported and unified by carefully chosen and connected claims, reasons, and evidence.
- **EK 4.2A1:** Evidence can be collected from print and non print sources (e.g., libraries, museums, archives), experts, or data gathered in the field (e.g., interviews, questionnaires, observations).
- **EK 4.2A4:** The evidence selected and attributed contributes to establishing the credibility of one's own argument.
- **EK 5.1A1:** An argument may include the following elements: introduction; thesis; reasons, evidence, and commentary; counterargument, concession, refutation, and rebuttal; conclusion; bibliography.
- **EK 5.1B1:** A writer expresses tone or attitude about a topic through word choice, sentence structure and imagery.
- **EK 5.1B4:** Spelling and grammar errors detract from credibility.
- **EK 5.3A2:** Learning requires practice through an iterative process of thinking/rethinking, vision/revision.
- **EK 5.3B1:** Reflection acknowledges the impact of actions on both the group and individual contributions, noting the reasons for such actions, assumptions made, and whether or not such actions and assumptions hindered or helped the achievement of the group's and individuals' tasks.

\*Please Note: The "Essential Knowledge" standards listed above are attached to the unit where they are specifically targeted with direct introductory instruction; however, instruction in AP Seminar is designed to be recursive, so we will be frequently previewing upcoming essential knowledge concepts and constantly referring back to previously introduced essential knowledge.

## **ENDURING UNDERSTANDINGS:**

**1.1:** Personal interest and intellectual curiosity lead to investigation of topics or issues that may or may not be clearly defined. A good question explores the complexity of an issue or topic. Further inquiry can lead to an interesting conclusion, resolution, or solution. Sometimes this inquiry leads to research and unexpected paths.

**1.2:** New knowledge builds on prior knowledge. Strengthening understanding of a concept or issue requires questioning existing knowledge, using what is known to discover what is not known, and connecting new knowledge to prior knowledge.

**1.3:** The investigative process is aided by the effective organization, management, and selection of sources and information. Using appropriate technologies and tools helps the researcher become more efficient, productive, and credible.

**1.4:** There are multiple ways to investigate problems and issues. The question asked determines the kind of inquiry.

**4.2:** Evidence is strategically selected to support a line of reasoning that appeals to or influences others.

**4.3:** Achievement of new understandings involves the careful consideration of existing knowledge, imagination, innovation, and risk taking and incorporates personally generated evidence.

**4.4:** Innovative solutions and arguments identify and challenge assumptions, acknowledge the importance of content, imagine and explore alternatives, and engage in reflective skepticism.

**5.1:** How an argument is presented affects how people interpret or react to it.

**5.2:** Teams are most effective when they draw on the diverse perspectives, skills, and backgrounds of team members to address complex, open-ended problems.

**5.3:** Reflection increases learning, self-awareness, and personal growth through the slowing down of thinking processes to identify and evaluate personal conclusions and their implications.

## **ESSENTIAL QUESTIONS:**

- How has automation changed and impacted history over time?
- How do differing and/or opposing perspectives about a problem or issue affect the methods of solution?
- How does the context of a problem or issue affect how it is interpreted or presented?
- How do I determine an argument's main idea and/or line of reasoning?
- Why does the author view the issue this way?
- What trends can I identify among the different arguments surrounding this issue?
- How does my research question shape how I go about trying to answer it?
- How do I appropriately cite different types of sources, including video clips, speeches, essays, and articles?

## **Activities:**

- Analyze different points of view of the impact of technology and automation in society [CR2d]
- Compare and contrast differing views of the impact of technology and automation in society [CR4a]
- Analyze arguments about human nature and access to resources
- Collaborate to construct a research question [CR2b]
- Cite sources in APA style
- Create annotated bibliography [CR4b]
- Group research-based presentation

**CR4a** - Students develop understanding of ethical research practices.

**CR4b** - Students develop an understanding of the AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information.

**CR2b** - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Questions and Explore.

**CR2c** - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 2: Understand and Analyze.

CR2d - Students develop and apply discrete skill identified in the learning objectives within the Big Idea 3: Evaluate Multiple Perspectives.

CR2f - Students develop and apply collaboration skills identified in the learning objectives within the Big Idea 5: Team, Transform, Transmit.

CR2e - Students develop and apply reflection skills identified in the learning objectives within the big Idea 4: Synthesize Ideas.

### Technology & Automation Unit (Part 2) Snapshot

<ul style="list-style-type: none"> <li>• <b>Sub-Topic Brainstorming/Topic Selection*</b></li> <li>• <b>Jigsaw Sub-Topic Introduction</b> (Jigsaw: AP Seminar Course &amp; Exam Description, pg 30) *Unlike, in Technology &amp; Automation Unit 1, where the instructor picked the topic and articles for the assignment, in unit 2, student teams will be encouraged to self-select articles as much as possible, determining for themselves what lenses “best” suit the task for their research question. <b>[CR 1] [CR 2b] [CR 2d] [CR 2f 2g and 2h]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Topic/Theme Categories <ul style="list-style-type: none"> <li>○ Discovery</li> <li>○ Education</li> <li>○ Health</li> <li>○ Innovation</li> <li>○ Sustainability</li> <li>○ Wealth and Poverty</li> </ul> (AP Seminar Course and Exam Description, pg 25) </li> <li>• PEW Sample Topics (Including but not limited to): <ul style="list-style-type: none"> <li>○ How Americans See Automation and the Workplace</li> <li>○ In Advanced and Emerging Economies Alike, Worries About Job Automation</li> <li>○ What Americans expect the future of automation to look like</li> <li>○ Public Predictions for the Future of Workforce Automation</li> <li>○ Experts Predict More Digital Innovation by 2030 Aimed at Enhancing Democracy</li> <li>○ (“Social Media.” Pew Research Center Internet Science Tech RSS, Pew Research Center, Sept. 2020, <a href="https://www.pewresearch.org/search/technology+&amp;+automation.">https://www.pewresearch.org/search/technology+&amp;+automation.</a>)</li> </ul> </li> </ul> <p><b>[CR 3]</b></p>
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<p><b>Teamwork 2.0</b> (Discussion of problems that come up during group work and possible solutions)  <a href="#">[CR 2d]</a><a href="#">[CR 2f 2g and 2h]</a></p>	<ul style="list-style-type: none"> <li>• Duhigg, Charles. “What Google Learned From Its Quest to Build the Perfect Team.” <i>The New York Times</i>, The New York Times, 27 Feb. 2016,</li> <li>• <a href="http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html">http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html</a>.</li> <li>• Group Reflection/Contracts <a href="#">[CR 3]</a></li> </ul>
<p><b>Research Question Analysis</b> <a href="#">[CR 2b]</a>  <b>Print Source Analysis</b> <a href="#">[CR 2c]</a> <a href="#">[CR 2d]</a> <a href="#">[CR 4]</a></p>	<ul style="list-style-type: none"> <li>• “Examining your Question” Handout (pgs 45-46; AP Seminar Handbook)</li> <li>• Online Source Credibility Standards (pg 54; AP Seminar Handbook)</li> <li>• Online Source Analysis Template (pg 55; AP Seminar Handbook)</li> </ul>
<p><b>Importance of Perspective Refresher</b> <a href="#">[CR 2b]</a>  <a href="#">[CR 2c]</a> <a href="#">[CR 2d]</a> <a href="#">[CR 2e]</a></p>	<p>Lombrozo, Tambia. “The Selective Laziness Of Human Reasoning.” NPR. NPR, 1 Aug. 2016.</p> <p><a href="http://www.npr.org/sections/13.7/2016/08/01/488228453/the-selective-laziness-of-human-reasoning">http://www.npr.org/sections/13.7/2016/08/01/488228453/the-selective-laziness-of-human-reasoning</a></p> <p>“Why You Think You'Re Right - Even If You'Re Wrong.” TED-Ed, TED TALKS</p> <p><a href="http://ed.ted.com/featured/pkeqpuzo">http://ed.ted.com/featured/pkeqpuzo</a>.</p> <p><a href="#">[CR 3]</a></p>

<p><b>Logical Fallacy Instruction</b></p> <p>[CR 2b] [CR 2c] [CR 2d] [CR 2e]</p>	<p><b>Richardson et al.</b> “Thou Shalt Not Commit Logical Fallacies. “ Thou Shalt Not Commit Logical Fallacies, Flip Creative, 2016,</p> <p><a href="https://yourlogicalfallacys.com/">https://yourlogicalfallacys.com/</a>.</p> <p><b>“Logical Fallacies”</b>, “Purdue OWL: Logic in Argumentative Writing, Purdue University, 2016.</p> <p><a href="https://owl.english.purdue.edu/owl/resource/659/03">https://owl.english.purdue.edu/owl/resource/659/03</a></p> <p><b>Almossawi, Ali.</b> “An illustrated Book of Bad Arguments.” An Illustrated Book of Bad Arguments, 2013.</p> <p><a href="http://almossawi.com/bookofbadarguments.html">http://almossawi.com/bookofbadarguments.html</a></p> <p>[CR 3]</p>
<p><b>In-depth Plagiarism Instruction/Review</b> [CR 2e] [CR 4]</p>	<ul style="list-style-type: none"> <li>• Plagiarism Scenarios (pg 95; AP Seminar Handbook)</li> <li>• College Board AP Capstone Plagiarism Policy</li> <li>• GBHS Academic Integrity Policy</li> <li>• Originality Checkers (Turn-it-in)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Performance Task 1 Rubric Analysis</b> [CR 2b] [CR 2f 2g and 2h]</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Task One Rubric</li> </ul>
<p><b>Mock Performance Task 1</b></p> <ul style="list-style-type: none"> <li>• Modified Individual Research Report (IRR)</li> <li>• Modified Team Multimedia Presentation (TMP) [CR 1] [CR 2b] [CR 2c] [CR 2d] [CR 2e] [CR 2f 2g and 2h] [CR 5]</li> </ul>	<ul style="list-style-type: none"> <li>• Previously Released Exam Materials/ Rubrics</li> <li>• “Tips for Engaging Your Audience When Making Oral Presentations” (pg 103; AP Seminar Handbook)</li> <li>• “Tips for Effective Multimedia presentations (pg 104; AP Seminar Handbook) [CR 3]</li> </ul>
<ul style="list-style-type: none"> <li>• Reflection [CR 2f 2g and 2h]</li> </ul>	<ul style="list-style-type: none"> <li>• Journal-Style Reflection</li> </ul>

## **Assessments**

Individual research on resources

Written argument from an assigned position/perspective about class and access to resources

Class discussions

Written reflections on articles and class discussions

**Culminating Performance Based Assessment** – Mock Team Project: Students will practice the skills needed to complete the Performance task 1 by working in groups to research an issue or problem, develop a research questions, analyze different perspectives of an issue, develop an argument, and present their argument to their peers in a multimedia presentation.

**CR2b** - Students develop and apply discrete skills identified in the learning objectives within the Big Idea 1: Questions and Explore

**CR2h** - Students develop and apply written and oral communication skills identified in the learning objectives within the Big Idea 5: Team, Transform, Transmit.

### **FORMATIVE ASSESSMENT:**

- Annotations
- Source Analysis
- Student Research
- Reading, editing peer work
- Presentations
- Writing Assignments
- Quizzes
- Released (EOC – Part A) practice exams

### **SUMMATIVE ASSESSMENT:**

- Assessment 1: Annotated Bibliography
- Assessment 2: Mock IRR - 600 word individual report, 1,500 word group report,
- Assessment 3: 8-10 minute presentation, 400 word reflection

### **MOCK TMP ESSENTIAL QUESTIONS:**

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?
- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?



- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

## **2<sup>nd</sup> SEMESTER COURSE OUTLINE:**

The course outline is for the second semester and is broken into three units covering **1) Performance Assessment Task 1** (Team Project and Presentation); **2) Performance Assessment Task 2** (Individual Research-Based Essay and Presentation); and **3) AP Seminar End-of Course Exam**.

### **AP SEMINAR EXAM:**

[Students] will be assessed using a combination of a team project and presentation, an individual research-based essay and presentation, and an end-of-course exam. These three assessments will be used to calculate a final AP score (using the 1-5 scale) for AP Seminar...

#### **1. Team Project & Presentation – 20% of the AP Seminar score**

Work in teams of three to five to identify, investigate, analyze, and evaluate an academic or real-world problem, question or issue. Your team will design and/or consider options, alternatives, or solutions and develop a multimedia presentation to communicate your conclusion or recommendations. The team project and presentation... will be evaluated based on the following components:

- Individual Research (1,200 words)
- Team Multimedia Presentation and Defense (8-10 minutes)

#### **2. Individual Research-Based Essay & Presentation – 35% of the AP Seminar score**

The College Board will provide stimulus material (texts) representing a range of perspectives focused on a single theme or topic. You will use these texts to identify a research question of your own; research, analyze, evaluate, and select evidence to develop a written argument of your own that you will present and then you will defend your conclusion. The Individual Research-Based Essay and Presentation...will be evaluated based on the following components:

- Individual Written Argument (2,000 words)
- Individual Multimedia Presentation (6-8 minutes) • Oral Defense (two questions from the teacher)

#### **3. End-of-Course Exam (2 Hours) – 45% of AP Seminar score**

During the AP Exam administration window, you will take a two-hour exam. The exam consists of four questions (three short answer questions and one essay question). The exam will be scored by College Board trained readers similar to other AP Exams.

- Three Short-Answer Questions...Argument comprehension and analysis – one source
- One essay question...Synthesizing and creating an evidence-based argument – four sources (varying perspectives on one theme).

All information taken from: <https://apstudent.collegeboard.org/apcourse/ap-seminar/about-the-exam>

#### **Important Notes!!!**

- *Instructors are trained not to share any scoring of College Board exam components. Students will receive their AP Seminar exam score result directly from the College Board the summer after taking AP Seminar.*
- *Instructors are not allowed to give students personalized feedback on any exam element before the student work is turned in to be formally assessed, so students will need to rely on whole class lessons and peer feedback for revision of their exam work. These limitations will primarily affect 2nd semester (which is why we practice the exam tasks so much first semester).*

### **Unit 3: AP Team Research Project & Presentation - Performance Assessment**

#### **Task 1 (20% of AP Seminar Score)**

##### **Theme: Team Choice**

7 Weeks (2 weeks Winter Holiday / 3 Weeks Chinese New Year Holiday) December 6 – February 25

For this unit, students, in teams, will explore their own interests. Teams will need to work together to come up with specific, researchable, and debatable research questions. Then, each student in a group will be in charge of researching a specific perspective. Each team member will need to write an individual paper, outlining his/her perspective in reference to the research question. After all of the individual papers are completed, students will synthesize all of the different perspectives to come up with a qualified, specific thesis that answers the research question. Students will also need to synthesize their papers to make one cohesive, cogent argument. Students should carefully consider their organization and reasoning as well as acknowledge alternate perspectives and/or counterarguments, so their argument is balanced and responsibly pursued. Once the papers are completed, students will give a team multimedia presentation to further those presentation skills and demonstrate all that they've learned.

#### **Task Guidelines:**

- Group of students (three to five) collaborate as a team to identify a problem or issue.
- Each team develops a research question and conducts preliminary research.
- The team identifies approaches, perspectives, or lenses and divide responsibilities among themselves for individual research that will address the team's overall research question.
- Each individual as well as the team completes a written report as well as a team multimedia presentation to communicate the conclusion, solution, and/or recommendation of their research. [CR5]  
Role of the Teacher  
Teachers
  - may explore issues, discuss topics and perspectives, and/ or question students as necessary
  - oversee the formation of groups

#### **Teachers may not**

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- reveal defense questions to students prior to the presentation

Component	Length	Scoring Method	Weight
<b>Individual Research Report</b>	1200 words NOT an scored argument	College Board scored	50% of 20% overall score
<b>Team Multimedia Presentation Oral Defense</b>	8-10 minute PowerPoint presentation of team argument Each student responds to one defense question	Teacher-scored (group score) Teacher-scored	50% of 20% overall score

**[CR5]** - Students work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic issue; consider options, alternatives, solutions, or resolutions; and develop a written report, multimedia presentation, and defense to communicate a conclusion or recommendation.

### ESSENTIAL QUESTIONS:

- How does the context of a problem or issue affect how it is interpreted or presented?
- How might others see the problem or issue differently?
- What questions have yet to be asked?
- What voices or perspectives are missing from my research?
- What do I want to know, learn, or understand?
- How does my research question shape how I go about trying to answer it?
- What information do I need to answer my question?
- What keywords should I use to search for information about this topic?
- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?

- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?
- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

### **Resource 1**

Student produced research

### **Activities**

Students will work towards finding credible, relevant research. Once they've found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

### **Learning Objectives**

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.1A; 2.1B; 3.1A; 3.2A

### **Resource 2**

Individual student research paper

### **Activities**

Students will develop an in-depth understanding of a specific perspective, pertaining to the complex system of incarceration. Additionally, they will synthesize all of their research in order to provide a holistic and thorough view of the perspective.

### **Learning Objectives**

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A

### **Resource 3**

Team synthesis of student research

**Activities**

Students will share each of their perspectives to their team, and from the sharing of perspectives, students will need to synthesize in order to come up with a specific, thorough thesis statement that clearly answers the research question. Students will synthesize perspectives to create a clear and cogent argument.

**Learning Objectives**

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1D; 5.2A; 5.2B

**Resource 4**

Team multimedia presentation

**Activities**

Each team will give a multimedia presentation that reflects their research and argument in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their presentation skills, but it will also be an opportunity for the other students to learn more about incarceration.

**Learning Objectives**

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A; 5.2B

**Resource 5**

Individual reflection on team project

**Activities**

Students will write a reflection that considers the experience of working in a team. The reflection should also consider the individual's effort and process in producing the several components of the project.

**Learning Objectives**

5.3A; 5.3B

## **Unit 4: AP Individual Research-Based Essay & Presentation - Performance Assessment Task 2 (35% of AP Seminar Score)**

### **Theme: AP College Board Stimulus Packet**

**7 Weeks (1 week – Student Enrichment Field Trip) March 28 – April 1**

For this unit, each student will explore his/her own interests based off of the stimulus packet given by the College Board. Students will need to come up with specific, researchable, and debatable research questions. Then, each student will be in charge of researching multiple perspectives. After all of the research and synthesis for each perspective is completed, students will synthesize all of the different perspectives to come up with a qualified, specific thesis that answers the research question. Students will also need to synthesize the perspectives to make one cohesive, cogent argument. Students should carefully consider their organization and reasoning as well as acknowledge alternate perspectives and/or counterarguments, so their argument is balanced and responsibly pursued. Once the papers are completed, students will give an individual multimedia presentation to further those presentation skills and demonstrate all they've learned. Aside from the presentations giving the students an opportunity to demonstrate their presenting skills, it also allows the other students to learn more in-depth about the student's particular topic.

### **Task Guidelines:**

- The College Board's AP Program will annually release stimulus materials (cross-curricular source materials (texts) representing a range of perspectives focused on a single theme or topic.
- Students use stimulus texts to identify a research question on their own.
- Once the research question is created, students will conduct research, analyze, evaluate, and select evidence to develop their argument, followed by a formal presentation and defense of their conclusion.
- The final paper must include a minimum of one of the released stimulus sources.
- Students are given a minimum of 30 school days to complete this task.

### **Role of the Teacher**

#### Teachers

- may lead discussion of the source material, discuss topics and perspectives, and/or question students as necessary

#### Teachers may not

- assign, provide, distribute, or generate research questions for students
- conduct or provide research/ articles/ evidence for students
- write, revise, amend, or correct student work
- provide or identify defense questions a student will be asked prior to his or her defense

Component	Length	Scoring Method	Weight
<b>Individual Written Argument</b>	2000 words	College Board scored	70% of 35% overall score
<b>Individual Multimedia Presentation</b>	6-8minute PowerPoint presentation of an argument	Teacher-scored	20% of 35% overall score
<b>Oral Defense</b>	Respond to three questions	Teacher- scored	10% of 35 % overall score

**[CR6]** - Students work independently to identify a research question based on provided stimulus material; research the issue; analyze, evaluate, and select evidence to develop an argument; present and defend a conclusion; and produce a multimedia presentation to be delivered to peers.

#### ESSENTIAL QUESTIONS:

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?
- How can I best appeal to and engage my audience?
- What is the best medium or genre through which to engage my audience?
- What common misconceptions might my audience have?
- How might I adapt my argument for different audiences and situations?
- How might my communication choices affect my credibility with my audience?



- What contributions can I offer to a team?
- What is the benefit of revision?
- How can I benefit from reflecting on my own work?

### **Resource 1**

Student produced research

#### **Activities**

Students will work towards finding credible, relevant research. Once they've found that research, they will choose a partner who will assess the credibility and relevance of the research found. Once students have established the credibility and relevance of their research, students will deepen their understanding of the specific topic that they have decided to study.

#### **Learning Objectives**

1.1A; 1.1B; 1.2A; 2.1A; 2.1B; 2.2A; 2.2B; 2.2C; 3.1A; 3.2A Resource 2 Independent research paper

#### **Activities**

Students will write a research paper that synthesizes all research and perspectives to build a clear, cogent argument that is well-reasoned and developed. The research paper should clearly and thoroughly answer the student produced research question.

#### **Learning Objectives**

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1A; 5.1B; 5.1C; 5.1D; 5.1E; 5.2A

### **Resource 3**

Independent multimedia presentations

#### **Activities**

Students will present their research in a clear, concise, and engaging way. The presentation will firstly function as a way for students to develop and enhance their presentation skills, but it will also be an opportunity for the other students to learn more about incarceration.

#### **Learning Objectives**

3.1A; 3.2A; 4.1A; 4.2A; 4.2B; 4.3A; 4.4A; 4.5A; 5.1C; 5.1D; 5.1E

**Unit 5: AP Seminar End-of Course Exam (45% of AP Seminar Score)**  
**May 11, 2022**

**ESSENTIAL QUESTIONS:**

- What strategies will help me comprehend a text?
- What is the argument's main idea and what reasoning does the author use to develop it?
- Why might the author view the issue this way?
- What biases may the author have that influence his or her perspective?
- Does this argument acknowledge other perspectives?
- How do I know if a source is trustworthy?
- What are the implications of these arguments?
- How does this conclusion impact me and my community? Or my research?
- What patterns or trends can be identified among the arguments about this issue?
- What are the implications and/or consequences of accepting or rejecting a particular argument?
- How can I connect the multiple perspectives? What other issues, questions, or topics do they relate to?
- How can I explain contradictions within or between arguments?
- From whose perspective is this information being presented, and how does that affect my evaluation?
- How do I connect and analyze the evidence in order to develop an argument and support a conclusion?
- What line of reasoning and evidence would best support my argument? Is my reasoning logical? Are there other conclusions I should consider?
- What am I taking for granted? How do I acknowledge and account for my own biases and assumptions?
- What is the best way to acknowledge and attribute the work of others that was used to support my argument?
- How can I avoid committing plagiarism?

**Task Guidelines:**

Exam consists of:

- Three short answer questions assessing analysis of an argument in a single source or document.
  - One essay question assessing students' skills in synthesizing and creating an evidence based-argument.
- Component Suggested Time Weight

Component	Suggested Time	Weight
<p>Section 1: Part A</p> <p>I. One Source provided</p> <p>II. Argument Analysis:</p> <ol style="list-style-type: none"> <li>1. Identify author's argument</li> <li>2. Explain the line of reasoning by identifying the claims used to build the argument and the connections between them.</li> <li>3. Evaluate the effectiveness of the evidence the author uses to support the claims made in the argument</li> </ol>	<p>30 minutes total</p>	<p>30% of 45% of overall AP Seminar score</p>

<p>Section 2: Part B</p> <p>I. Four Sources provided</p> <p>II. Students are asked to build their own arguments using at least two of the four provided sources. Each of the four sources will explore a common theme through a different lens allowing multiple entry points for students to approach the topic.</p> <ol style="list-style-type: none"> <li>1. Read the four sources, focusing on a theme and the different perspectives each represents.</li> <li>2. Write a logically organized, well-reasoned, and well-written argument that presents your own perspective on</li> </ol>	<p>90 minutes</p>	<p>70% of 45% of overall AP Seminar Score</p>
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### Unit 6: Introduction to AP Research

Instructor will coordinate with AP Research instructor to find out what skills are necessary to be successful in the course. The remaining unit will be an overview of those skills. Students will utilize the remainder of Quarter 4 to research and discuss options for their upcoming research project in AP Research.